

Sacred Heart CVA CURRICULUM OFFER

What is the rationale for the school's curriculum offer, is it working for key groups of pupils; How do you know?

Qu.1: What is the body of knowledge and skills which will form the extent of the curriculum?							
English and Maths Knowledge & skills		Subject specific knowledge and wider curriculum skills		Personal skills Character Muscles		Gospel Values	
Content: National Curriculum		Content: National Curriculum		Content: BfL		Content: Come & See	
Reading	Number	Science	Design Tech.	Leadership	Resilience	Gospel Values: Live, Learn, Love	
Writing	Calculation	History	Music	Self-reliance	Team work	Respect	Commitment
GPS	Measurement	Geography	PE.	Independence	Pride	Self-worth	Honesty
Handwriting	Fractions/Dec.	Art/Design	MFL /RE	Learning style	Commitment	British values (Nat. Curriculum)	
Speaking	Geometry	+ other subject/knowledge Relevant to school context.		Intrinsic to the wider curriculum		Christ is at the centre of all learning	
Listening	Algebra						
Extra-Curricular Provision		Clubs, activities, trips, residential visits including spiritual reflection, other forms of enrichment					

Qu. 2: How will the curriculum be designed, organised and delivered?			
Subject Expertise	Thematic learning	National Curriculum coverage	Skills and knowledge
Who is going to deliver specialisms? Eg. MFL, Music	What subjects are included and which stand alone?	How do you ensure balance between subjects?	How do you inspire & ensure skills acquisition/progression?
<ul style="list-style-type: none"> What is the timetable going to look like? – taking into account 10% RE timetable allocation 			

Qu.3: How will we ensure curriculum and skills progression?			
Functional age-appropriate skills in English and Maths	Progression of non-core subject skills	Personal skills developed by role models & expectations	Values – taught & developed through wider curriculum
Ensuring every child is 'next year ready' with key residual functional skills when they leave current year group	Science taught discretely? Identify subject expectations for each year group in non-core subjects.	Resilience/Perseverance Commitment/independence Collaboration/Team work – How will this be evident in pupils work and attitudes?	School values and British values taught through thematic units & assemblies. Acts of Worship, cultural capital through artists Praise.
Reinforcement/consolidation through repetition of key skills			

Qu. 4: How do we ensure that the curriculum meets the needs of all groups of pupils within the school?			
Higher, Middle, and Lower Attainers	Disadvantaged Pupils (PPF)	SEND and vulnerable groups (eg. EAL, Traveller pupils)	Boys/ Girls; New arrivals & Pupils who need to catch-up
Stretch/challenge expectation enrichment, for more able Support strategies for LAPs	Narrowing achievement gap in Reading, Writing & Maths. Enrichment provision for more able disadvantaged.	How is the curriculum organised to provide 1 : 1 and small group targeted support for SEND, poor attending pupils and those new to the school; engagement of Boys (writing); girls (GD maths)	

Qu.5: How do we monitor and know the quality of teaching and learning within the curriculum			
Teacher subject knowledge	Subject specialists:	Differentiation, match of work	Resources
Eg. Year 6 Maths, computing, Teaching to Greater Depth. Cross-curricular writing.	Music, PE/Dance, MFL etc, Setting options for Maths and English.	Questioning/ pace of learning Quality of pupils work & progress/ Displays of work.	How are they are effectively used to support learning? inc. subject resources & TAs

Qu. 6: How do we assess the impact of the curriculum on our pupils?			
Outcomes: English & Maths	'Next year readiness'	Pupil attitudes to work	Pupils live out the values
Test results in Year 2 & 6 On-track attainment – using quintupulation.	Do pupils progress to next year group with age-related & residual key skills	Confidence, independence, resilience, perseverance, self-sufficiency.	school motto and British Values through their actions, attitudes and relationships.
<ul style="list-style-type: none"> When pupils leave primary school are they 'secondary ready'- with relevant knowledge, skills, aptitudes, attitudes/ values? How, and what forms of assessment are used to move pupils' learning on and evaluate curriculum success? 			

Qu: 7: Who is responsible for the curriculum, its review and evaluation, and its impact?			
Headteacher/Senior Leaders	Subject Leaders	Class Teachers	Governors:
Design and organisation of the curriculum – meeting statutory requirements, whilst being both visionary & inspirational, yet measured. Setting and QA of standards.	Planning – Long-term plans Subject skills progression Resources, Accountability for Monitoring of standards Review, evaluation & action planning for improvement.	Subject knowledge, planning, organisation and delivery. Pace of learning; resources Pupil outcomes & achievement (acquisition of skills/knowledge across curriculum); Standards!	Joint monitoring with SLT Quality assurance
			Pupils:
			Pupil questionnaires/PASS survey Children's survey

Qu. 8: Does the curriculum ensure that most pupils leave the school independent, and with skills, knowledge and attitudes which prepare them well for their future lives – they are fully literate, numerate and articulate?